

Dear Colleagues,

At last week's teachers teaching teachers session, we discussed student agency and flexible learning spaces. We shared ideas about learning engagements we are trying out in our classes, explored tools to facilitate these engagements, and brainstormed ideas of how to adapt learning spaces to support.

These ideas promoted voice, choice and ownership of the learning process.

Here is [the presentation from the meeting](#).

Here are some of the ideas or points discussed: **(Please add your rememberings :)**

- opening up student workspace choice
 - hallways
 - classroom nooks
 - between classes in the grade level
- Having a green room for student use
 - In the BBT
 - In the classroom - Darrick has two available
 - Or just a green wall that students can use
- Adding door between some classes
 - Facilitate interactions between more learners
 - Making better/greater use of co-teaching models
- Having a quiet space for the kids
 - In the class or hallway
- making sure there are sufficient amount of adults
 - EAL, LS
- Adding plexiglass sheets on the lower wall spaces for students to share, brainstorm and record ideas ie. similar to the sheets on the wall in the ELAC conference room that work with dry erase markers
- The school facilities plan targets trying out adaptive learning environments before major renovations
- Changing the gardens so that they are beautiful to look at, people can use them, and interactive.
- Being able to use all the window spaces we have. At the moment, we can use them at all!
- Making sure that all whiteboards are magnetic.
- More ideas or rememberings from the meeting please!
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If you would like to request some adaptation to your learning environment, please email Heikki with your grade level's idea for agency, and its impact on student learning.

Example submitted by grade two:

We would like to request a door between our classrooms along our common wall. Our plan for using the door is to offer a more flexible learning environment for the students and the teachers to move freely between the two classes when we are blending learning engagements. These learning engagements occur regularly with all subjects. Here are some possible advantages we have already considered:

- Having this flexible option sends a message to the students that grade 2 is a community of learners.

- It could allow for our specialist teachers to move and flow between the two classes.
- It could offer student alternative choices and flexibility in learning spaces (working in another class)
- It could allow students to work with a larger pool of peers to deepen their perspective and insight
- It could allow students to work with different teachers to deepen their learning experiences based on teacher strengths
- It could enhance teacher to teacher collaboration
- It could eliminate that physical barrier of "us" and "them"
- The movement between classes would be more free flowing and natural
- From our experience this year, the students are highly motivated when we blend the classes

We want to instill that community feeling. Alongside, we also want to create a dynamic atmosphere where the team can teach to their strengths.

Here is a grade 2 wishlist we also hope to see develop:

- Removal of big grey cabinets in the hallways and replace them with alternative learning spaces that caters to groups and individual learners.
- A window in 2s (S106) looking out to the hallway
- Installation of plexiglass (compatible for dry erase markers) on the walls in the classroom to create more alternative working spaces (Like in the ELAC conference room)